



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2009**

**Grade 5  
Reading**

NECAP 2009 RELEASED ITEMS  
GRADE 5 READING

4.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

❶ Which word **best** describes something that is almost invisible?

- A. tiny
- B. small
- C. undersized
- D. microscopic

4.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

❷ The suffix *-less* in the words helpless and careless means

- A. most.
- B. tiny.
- C. some.
- D. without.

## Biggest Fish in the Lake

### Literary Text

**4.4.1** Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time

- 3 In paragraph 2, the setting can be **best** described as
- A. gloomy.
  - B. calm.
  - C. dangerous.
  - D. secretive.

**4.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

- 4 In paragraph 9, the word darted means that the fish
- A. waited alone.
  - B. grew bigger.
  - C. looked closely.
  - D. moved quickly.

## Biggest Fish in the Lake

### Literary Text

**4.4.1** Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time

- 5 What is the **most likely** reason that the boy is surprised when he gets the fish close?
- A. It is bigger than he expects.
  - B. It is leaping toward the beach.
  - C. It is still trying to get away.
  - D. It is swimming in the water.

**4.5.2** Analyze and interpret elements of literary texts, citing evidence where appropriate by describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits

- 6 In paragraph 15, the phrase "heart pounding" means that the boy is
- A. excited about catching the fish.
  - B. surprised the fish is tired.
  - C. anxious Grandpa may miss the fish.
  - D. nervous the fish may swim away.

## Biggest Fish in the Lake

### Literary Text

**4.4.2** Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 7** Describe the struggle between the boy and the fish. Use details from the passage to support your answer.

#### Scoring Guide:

Score	Description
4	Response provides a thorough description of the struggle between the boy and the fish. Response includes relevant details from the passage.
3	Response provides a description of the struggle between the boy and the fish. Response includes some relevant details from the passage.
2	Response provides a partial description of the struggle between the boy and the fish. Response uses limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

#### Training Notes:

Responses will describe that the boy tries hard to catch the fish, and the fish wants to get away. Response may also describe that once the boy catches the fish he debates whether to keep it or let it go.

Details from the passage should support these ideas.

7 The struggles between the boy and the fish is that they both wouldn't give in and let the other one win. In the story it says the fish was strong and was pulling the line really hard. The boy fought back too, he said he could feel the creature's power as it pulled the line. It was a tough fight. In the end the boy won and he reeled in the fish. The boy said his heart was pounding with excitement. He couldn't wait to show his grandpa. He wasn't really sure if he wanted to let it go or not. Anyway though, those were the struggles between the boy and fish.

Response provides a thorough description of the struggle between the boy and the fish. Response includes relevant details from the passage.

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SCORE POINT 3

7

The struggle between the boy and fish started with the boy when he saw a splash. Then the boy casted his line 3 times and was sucesful on the 3rd. The line flew out as the fish tried to swim away. The boy started slowly reeling the line in, letting it go and reeling it again. When the fish got close the boy noticed it was a muskie! He brought it to shore and wasn't shure if he wanted to keep it. That was the struggle between the boy and fish.

Response provides a description of the struggle between the boy and the fish. Response includes some relevant details from the passage.



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SCORE POINT 2  
(EXAMPLE A)

7 The boy struggled really hard to get the fish in and the fish struggled really hard to get away from the boy. The fish was trying to pull the line into the weeds so the line would get tangled and he could escape. Finally the boy took a deep breath and slowly reeled the big fish in.

Response provides a partial description of the struggle between the boy and the fish. Response uses limited details from the passage.

SCORE POINT 2  
(EXAMPLE B)

7 When the boy finally got the fish on his line, the fish pulled toward the weeds, where it could tangle the line and get free. The boy gets the fish, but it is so cool, he doesn't know if he should keep it or not.

Response provides a partial description of the struggle between the boy and the fish. Response uses limited details from the passage.



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GRADE 5 READING

SCORE POINT 1

7 The boy struggle trying to get that big fish and so did the fish struggle trying to get away.

Response is vague or minimal.

SCORE POINT 0

7 That He could not catch the fish. Him and his Grandpa try to catch the fish but it was to hard.

Response is totally incorrect or irrelevant.

## A Delight! Rose Petal Bread

### Informational Text

**4.8.5** Analyze and interpret informational text, citing evidence as appropriate by making inferences about causes or effects

- 8 In the recipe, the dough gets bigger when it
- A. is stirred.
  - B. is pushed.
  - C. has time to rest.
  - D. has enough water.

**4.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

- 9 A synonym (same meaning) for the word divide is
- A. block.
  - B. spread.
  - C. damage.
  - D. separate.

## A Delight! Rose Petal Bread

### Informational Text

**4.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or key details

- 10 What should be done **before** the loaves are placed on the baking sheets?
- A. The baking sheets should be heated in the oven.
  - B. A design should be created on the tops of the loaves.
  - C. Butter and cornmeal should be put on the baking sheets.
  - D. The loaves should be checked for enough sugar, salt, and flour.

**4.8.4** Analyze and interpret informational text, citing evidence as appropriate by distinguishing fact from opinion

- 11 Which sentence is an **opinion**?
- A. "This delicately flavored medieval bread is truly fit for a king or queen!"
  - B. "With clean hands, knead (push and pull) the dough."
  - C. "When the dough becomes smooth and elastic, cover the bowl with a clean cloth, and go play for an hour!"
  - D. "Mix a food color with a little bit of egg white to make 'paint.'"

## A Delight! Rose Petal Bread

### Informational Text

**4.7.1** Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 12 Explain how the pictures make the recipe easier to follow. Use information from the recipe to support your answer.

#### Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the pictures make the recipe easier to follow. Response includes relevant information from the recipe.
3	Response provides an explanation of how the pictures make the recipe easier to follow. Response includes information from the recipe.
2	Response provides a partial explanation of how the pictures make the recipe easier to follow. Response includes limited information from the recipe.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

#### Training Notes:

Response will likely explain how the pictures make the recipe easier to follow. The pictures show the reader how to

- mix the ingredients,
- knead the dough,
- cover the dough,
- mold the dough, and
- paint the bread.

Information from the recipe should support these ideas.

SCORE POINT 4

12 The pictures help understand the directions by showing how to do a few of the steps. This way people can see if they are making the bread right so far. The directions don't have to be as precise with pictures to help understand how to do it. For example, in the shaping part, if you did not understand what long loaf was, you could probably look at the pictures. It also tells you that for the painting part, you had to paint things on the bread, but it never told you what to use. In the picture, it shows a person painting with a paintbrush. These are a few reasons why I think the pictures are helpful in the directions to make rose petal bread.

Response provides a thorough explanation of how the pictures make the recipe easier to follow. Response includes relevant information from the recipe.

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SCORE POINT 3

12 The pictures make it easier to do, because if you don't know what the word means you could look at the picture and know what it means. like it shows the girl mixing all the things together. Then the girl knead the dough, and putting the steet over the dough so it could rise. Then she forms two halves of the dough, Then takes the food color and paint the tops of the dough.

Response provides an explanation of how the pictures make the recipe easier to follow. Response includes information from the recipe.

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SCORE POINT 2  
(EXAMPLE A)

12 It makes it easier to see what to do. If you don't know how to knead, the picture shows you. If you don't know what to paint a picture has an example.

Response provides a partial explanation of how the pictures make the recipe easier to follow. Response includes limited information from the recipe.

SCORE POINT 2  
(EXAMPLE B)

12 The pictures make the recipe easy to follow because it shows how to do the part it is explaining in case you don't understand. It also helps so if you don't know what material to use it shows you exactly what to use and how to use it with the ingredients.

Response provides a partial explanation of how the pictures make the recipe easier to follow. Response includes limited information from the recipe.



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SCORE POINT 1

12

It shows you to make all the stuff. Like mixing all the stuff you need.

Response is vague or minimal.

SCORE POINT 0

12

It says to put the dough in for 40 minutes, and put the oven on to 400°F (200°C).

Response is totally incorrect or irrelevant.

## Grade 5 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand <sup>1</sup>	WV	WV	LJ	WV	LJ	LA	LJ	IA	WV	II	IA	II
GLE Code	4-3	4-2	4-4	4-2	4-4	4-5	4-4	4-8	4-3	4-7	4-8	4-7
Depth of Knowledge Code	1	1	2	2	2	2	2	2	1	1	2	2
Item Type <sup>2</sup>	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	D	D	B	D	A	A		C	D	C	A	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

<sup>1</sup>Content Strand: WV = Word ID/Vocabulary, LJ = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation, II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response